

savant

APRIL 2007

VOLUME X ISSUE IV



CENSOR YOUR PAPER?

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MISSION STATEMENT

Savant is a student-organized and -written youth zine. We believe that the journalism class belongs to the students and that school news should be reported by the students. We also believe that each art endorsement at our school should be represented in the paper as equals. We, the staff of Savant, pledge to work hard, dig deep, and most importantly we pledge to represent our unique, amazing school to its fullest extent.

PUBLICATIONS' POLICIES

1. All opinions expressed within are those of the individual student reporters and editors, which may not necessarily reflect the viewpoints of the school or the rest of the Savant staff.
2. This youth zine, being the product of middle and high school students, is targeted for mature middle school students and older. Mild profanity, such as "damn" or "hell", may be used sparingly, and mild sexual innuendo and references may be used as well (in a tasteful and not obscene manner).
3. All letters to the editors and advice columnists will be printed, space provided, and will not be discriminated against except in the case of libelous information or personal attacks. The staff reserves the right to edit any letters, and names may be withheld upon request.

calendar

april . . .

may . . .

2

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
22 David Sedaris (Keller) Committed: A Rabble-Rouser's Memoir (Powell's)	23 REGINA SPEKTOR!!!! (Crystal Ballroom) Sold out... bumper	24 Sharon Wood Wortman Bridge Stories 9:10 - 10:10am (FC)	25	26 One Act festival (ACMA FC) 7:00 - 9:00pm NHS Special Olympics track meet. (Jesuit) Warriors Series Beaverton Powell's	27 BAD FRIDAY One Act festival (ACMA FC) 7:00 - 9:00pm	28 One Act festival (ACMA FC) 7:00 - 9:00pm
29	30 Senior Wills	1 Victor Wooten (Aladdin)	2 Law Day 8:30am - 1:30pm (PSU) Bright Eyes (Crystal Ballroom)	3	4 Lincoln Civil War Years. PTO fundraiser. (ACMA FC) 7:00 - 9:00pm Andrew Bird (Crystal Ballroom)	5 SAT & Subject Tests date. Reg. by Mar 29. Cinco de Mayo NHS Special Olympics Carnival (ACMA) 9:00am - 11:00am
6	7 Teacher Appreciation Week	8 ACMA on Stage. Dance Lab & Ensemble, Choral Drama, Classical, Jazz 4:30 - 7:30pm Family Game Night (Library) 5:00 - 7:00pm	9 Porcupine (Aladdin)	10 AP English Exam	11 AP US History Exam	12 FROM (World Forestry Ctr) 8:00 - 11:00am
13 Mother's Day	14 Progress reports mailed Aqualung (Wonder Ballroom)	15 Capstone Presentations Early Dismissal Noon	16 Capstone Presentations Early Dismissal Noon Collect Student Art for AIMV 7:30am - 3:00pm	17 Capstone Presentations Early Dismissal Noon Collect Student Art for AIMV 7:30am - 3:00pm	18 Capstone Presentations Early Dismissal Noon Collect Student Art for AIMV 7:30am - 3:00pm	19 Art is My Voice (ACMA) 5:00 - 8:00pm

Special thanks to the patrons of Savant: Jose Escobar and the Escobar Family and an Anonymous Donor



JAVA NATION

We're located within
walking distance of
ACMA, on CANYON
& 117th AVE.
Also known as the
former Coffee People
location

Good for
one LARGE
drink for the
price of a
MEDIUM



On March 31, art teacher Mark Brandau welcomed newborn daughter, Beatrix March Brandau, into his family. Her proud papa told us that she is "the best baby in the world." If she's as well-behaved as she is adorable, he might be right.

FRONT and CENTER

3

(Below) From the Left: Mac Low and Edmond Jeranian
image by Jeanette Conner



Jeranian, Low and the Future of America

Austin Miller, Staff Writer

It was early January 2007 when two juniors at our school began an internship at the State Capitol in Salem, Oregon. It was the start of a journey that would probably teach them more about themselves than it would anything the capitol has to offer.

"You realize a lot of things when you're working there," said Edmond Jeiranian who was referring to his and Mac Low's internship at the state capitol in Salem.

Their internship is more than just a learning experience they explained. They take part in a complicated array of jobs for Senator Brad Avakian, spending the hours filing papers, replying to emails, and, in some cases, even entertaining lobbyist.

They work on B Days, from 1:30 to 5:30, and get home late. In some ways what Mac and Edmond are doing is very much like a real job. They have real hours, real responsibilities and, in the case of the State Capitol Building, strict deadlines and harsh back up plans. The boys also deal with lobbyists, a representative voting group, people who work in the capitol passing bills that work in their favor and also people who must be act cautiously around.

Working in an environment like the State Capitol is a completely different social environment than anything anyone could participate in. a place where the walls absorb all of your words. Watch what you say, the boys warn. The walls seem to listen to every word said, so choose them carefully on this job.

Despite dealings with lobbyists and senators, the internship offers a great many more things to the two juniors involved. Great experience, they both agree, comes with the

responsibility and smarts it takes to do this job, [despite the terribly poor pay even the senator receives, which can be less than an average school teacher.] But aside from the pay, a great many skills are given away to you with this job, which is something more priceless than even wealthy pay.

When asked if there were any words of wisdom they hope could reach anyone hoping to participate in this internship, they said, quote: "There is nothing that can prepare you for this," said Low Mac, who with Jeiranian walked into the job completely unaware of the requirements and spent a great deal of time trying to qualify themselves for what it

"The walls seem to listen to every word said, so choose them carefully on this job."

took. "Ask questions," each of the boy said is a good way to start, for they both believe it is the only way to get to where they need to be in a job that will have you forming opinions and staying

cautious about them.

Unfortunately, the complicated, challenging job does have major repercussions for other lives of teenagers. Each of the boys agree their social life has been severely damaged by the internship, yet they would both agree sacrifice leads you only to success.

As for the future, the internship is slowly influencing Low toward the career opportunities it offers them, and Jeiranian is firm in his goal of becoming a senator. They will surely go far with an internship such as this, but none of it could have been possible without ACMA's counselor Jill Starling, who they owe it all to. She is also the one to talk to about future internships like the one Low and Jeiranian are currently participating in, as they have since January, and will until June of this year.

Sing, Aretha

JoAnna Wendel, Staff Writer

"Maybe I'd get better grades if this class wasn't so boring." This is a line usually heard coming out of a gutsy kid's mouth in movies, but this kind of disrespect is popping up more and more in real-life classrooms. Observing a classroom in this day and age can reveal students taking naps, passing notes, listening to music, cheating, or not paying attention to the teacher. Even when teachers get to the end of their rope and give a stern lecture, the disrespect continues.

For middle school students, who are still growing up and maturing, worse behavior is expected. For high school students, it's a different story.

"I expect more respect in high school students," said Ms. Elizabeth Jeffery, Spanish teacher, "I expect students to take more responsibility in class."

There are all kinds of disrespect. Homework -not doing it, lying about it, cheating on it, etcetera- is one of the most popular outlets for expressing disdain for instructors. In some classes, homework is assigned but never collected, just checked and graded on whether the student did it or not. Out of 31 students, only eight of them said they would do the homework. Nine students said "it depends", and the remaining 14 said "hells no!". Students also have been seen showing fake taken notes, cheating off classmates' homework, or lying about leaving homework at home.

The disrespect was not always this bad. Students who have been here for a few years said that it has gotten worse.

"It was a lot quieter and an a lot closer environment," said Samantha Stidham, a freshman who is in her fourth year here. "The closeness affected respect. Kids actually cared about their art focus, cared about what the teachers were saying."

What makes students so disrespectful? What makes them disregard everything a teacher says, slack off, and not pay attention?

"[They] can get away with it with little punishment," said Laura Miller, a freshman.

"Teachers get angry, and kids just say 'OK,'" another freshman, Fred Knudsen, agrees.

A question to ask is whether it is the student's responsibility to engage himself if a class is boring, or the teacher's responsibility to make sure the student is engaged? Where is that line that separates the two? In the case of, "Maybe I'd get better grades if this class wasn't so boring," is it the student or the teacher who is responsible for the student's engagement?

Take a math class for example. The subject isn't always exciting for everyone. Some students like sophomore Bradley Brown find it hard to pay attention and tend to slack off. If Bradley finds it so boring, should he be the one to grit his teeth and engage himself or should his teacher do something about it?

"I should probably just grit my teeth, but [the teacher] could probably make it more exciting," said Bradley.

Brian Bertram, math teacher, thinks differently. "It shouldn't matter whether the teacher makes it engaging or not," he said, "it's still [the student's] job to stay respectful."

If a teacher cannot make the lesson exciting enough for a student, the student should find a way to make it more exciting for himself, but do so constructively.

Whether it be cheating on homework, not paying attention, or nodding off during class, the amount of disrespect around here is flourishing. There may never be a solution. But teachers agree: the solution should come from the student.

"The students need to come together and form an agreement," said Beth Herman, English teacher.

Students need to convey what they need to the teachers instead of leaving it to the teacher to figure out what they need.

Eye on the Center

Mark Miller, F&C Editor
Alysha Kunkel, Editor-in-Chief

Three years ago, when Michael Johnson was first named principal, he got the chance to meet his new students and their families at the all-school auction. During the auction, student Brittany Self, now a junior, inquired what he intended to do for the school. His response was, "One of the first things will be to get you a performance hall." Finally, Johnson can make good on his promise.

Thanks to voter-approved capital bond dollars, construction on a new performing arts center will begin in January or February of 2008. Construction will take about one year; the building will be between 14,000 and 20,000 square feet. It will accommodate 500 to 600 audience members. The project's current budget is \$7.25 million.

An architectural firm, Ankrom Moisan Associated Architects, has been selected to design and construct the new facility. The conceptual design phase began March 22 and is still underway. During this phase, architects solicit "big idea" types of input through a variety of approaches.

The architects conducted a charette protocol with the entire ACMA staff on March 25. On April 2, they met with the more specific performing arts staff.

The Beaverton School District design team includes Principal Michael Johnson, Vice Principal Orestes Yambouranis, English teacher David Sikking, Drama Department head and theatre teacher Joel Morello, district

administrator for facilities Richard Steinbrugge, project manager Dale Cook, and freshman Nathan Avakian. The team's mission is to work with the Ankrom Moisan architectural design team, ensuring that the needs of the school are met and desired features are integrated.

"What I think's going to happen... is we'll be engaged in some 'dream talk,'" said Johnson. Team members and affiliates will be talking to people around the school, including both students and teachers, about what they want and ideas they have, he expects.

Project manager Cook has similar plans. "We're going to start a process to survey school staff to determine what the needs are for the building," he said. Details such as the desired type of stage still need to be ironed out, he added.

The principal suggested that visual arts students could be involved in the art and design of the facility, and needs as to its furnishing had potential for interior design work that might interest students.

Cook described the conceptualizing as "a constant process of refinement." He is interested in seeing students work alongside the design team to contribute to the brainstorm. From there, ideas can be streamlined into a strong concept for the performing arts center's design and function.

Johnson also mentioned the need for "serious fundraising." He confided, "I'm hoping that we don't just build what \$7.25 million would buy us. I'm hoping we build what this school needs."

"I think that we're in the beginning stages of determining what we can and can't do with the money," said dance teacher Julane Stites. She

is lobbying for a full fly gallery, which would enhance a lot of performances, but she had to note that such a thing was "very costly." Versatile holding rooms would add to the cost.

"We're always very limited by the size and the budget," Cook admitted. His position is that while it is important to ensure that everyone gets what they want, the design team must ultimately make the choices within the constraints of the project's available resources.

The building will be fitted to accommodate not only the performing arts (music, dance, and theater), but also visual art. "I envision a visual art gallery space in the foyer," said Johnson.

This prospect interests art teacher Megan Metz, who described her vision of the visual arts area. "It would function like a gallery space, so that visual art can be part of the entryway," she said. Two- and three-dimensional pieces alike could be displayed, she added.

Building permits still need to be acquired for the center, as well as a CMGC, or Construction Manager General Contractor. These two obstacles currently prevent the absolute finalization of plans and the beginning of construction.

A location has not yet been selected yet, either. Cook put the importance of that particular decision into perspective: "This building will be... a cornerstone facility for ACMA," he said. "So we don't want to put it in a really dumb location."

The performing arts center is scheduled for completion by the beginning of summer 2009, meaning that current juniors and seniors will have graduated by the time of its grand opening. According to Johnson, current sophomores will probably have their graduation there.

TEEN SEXUALITY: QUESTIONS REMAIN

Alysha Kunkel, Editor-in-Chief

According to the Centers for Disease Control and Prevention, almost half of high school students (46.7%) have had sexual intercourse.

"Youth are interested in sex because of biological reasons, hormones," says Dr. Cynthia Waszak, an FHI [Family Health International] senior scientist who focuses on adolescent health. "Suggestions about sex in music, radio, advertisements, films and television reinforce that interest. Kids talk about sex and have questions about it. We should find ways to give youth the right information so they can make better, informed decisions about their sexual behavior." This is where sex education in school comes in.

Sex education, sometimes called sexuality education or sex and relationships education, is defined as the process of acquiring information and forming attitudes and beliefs about sex, sexual identity, relationships and intimacy. Today in America, there are two different types of sex education classes. Depending on the local, state, or school mandates, a teenager will either be enrolled in a comprehensive sexuality education program, or an abstinence-until-marriage program.

Oregon Sexuality Educational Law and Policy does not mandate sexuality

education, nor does it require a certain type of program when sexual education is taught. It does, however, require instruction in sexually transmitted diseases (STDs) including HIV/AIDS, in grades sixth through twelfth. Instructors teaching health at ACMA this year include MaryAnn Campbell and Jeff Michels for high school, with Thomas Cauffield, Stephen Hammond and Lara Kossiakoff for middle school.

"In 8th grade you can [begin to] talk about sexually transmitted diseases. In the past [teachers] were not allowed. I think this year we are allowed to talk about condoms and safe sex practices... before [this year] the district was abstinence based," commented instructor Lara Kossiakoff.

"I think they kind of just mentioned all the different types [of contraceptives]. But they didn't really tell us how to use them or anything like that," said freshman Elinore Webb about her 8th grade health class.

As for high school topics such as healthy sexuality, skills to prevent pregnancy and STDs, as well as how to go about maintaining abstinence are discussed.

"Some of it is going to talk about the reasons for waiting, and the effects of not waiting, and more along the lines of keeping yourself healthy," commented teacher Thomas Cauffield.

While abstinence will still be stressed as the only 100% effective way to prevent pregnancy and STDs, contraceptives will also be brought up and discussed.

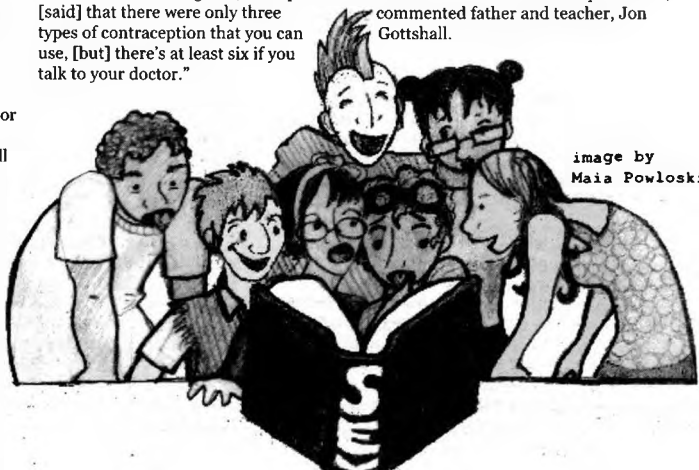
When asked if there were certain topics that could not be discussed in class Campbell, a 9th grade health instructor responded, "It is the approach to the topic, not the topic itself that is considered."

For instance, Chloe Kessinger, a senior, claimed that in 10th grade, "Campbell [said] that there were only three types of contraception that you can use, [but] there's at least six if you talk to your doctor."

In the Beaverton School District parents always have the option of taking their child out of the sex education class if it conflicts with their religion or if they do not believe their teenager is ready.

As of yet there are no loud objections to this new sex education program. The question with this new approach, is whether or not it will be effective.

"Denial that it [sex] will happen, is just not credible for many kids. Better to educate than live on false expectations," commented father and teacher, Jon Gottshall.



CENSORSHIP

5

Freedom for student press

"No law shall be passed restraining the free expression of opinion, or restricting the right to speak, write, or print freely on any subject whatever; but every person shall be responsible for the abuse of this right."

Article I, Section 8 of the Oregon Constitution

Mark Miller, F+C Editor

Out of the muddle of Salem politics, a nugget of promise occasionally floats to the surface. One such nugget is House Bill 3279, a February proposal under consideration by the Oregon House of Representatives that "[p]rovides that public high school student journalists have right to exercise freedom of speech and press in school-sponsored media."

If the bill passes, it would effectively assign the same rights of press freedom to students involved in school publications as are afforded to professional journalists in the wider world of news and reporting. However, it does not authorize libel, slander, invasion of privacy, or incitement to commit acts in violation of the law or school policies.

The bill is sponsored by Representative Larry Galizio (D-Tigard), with eleven Democrats co-sponsoring. As of yet, it seems to have failed to pick up much support from Republicans in the House, although the Democrats hold a sizeable majority.

The text of House Bill 3279 defines "school-sponsored media" as "materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available... to members of the student body and that are prepared under the direction of a student media adviser." Under this definition, Savant would be affected by the passage of this bill.

Current Beaverton School District policy states that students are entitled to "First Amendment rights to freedom of expression," but stipulates that approval to publish may be declined if material would cause "substantial disruption of district activities," or which contain obscenity or libel. Professional newspapers are likewise prohibited from libel, which is slander in print.

"Student publishers are allowed to raise the issues they think are relevant to school life," said Vice Principal Orestes Yambouranis. He read off a list of topics prohibited in ACMA publications, including encouragement or glorification of alcohol use, gang activity, secret societies, drug and tobacco use; incitement to disorderly conduct or disruption of school affairs; and the use of profanity or obscenity. Publications must also be "appropriate for audience," meaning that because ACMA spans both middle and high school, its content may be more restricted than at dedicated public high schools such as Southridge High School or Sunset High School.

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances."

First Amendment to the United States Constitution

According to Yambouranis, "fully vested" First Amendment rights are generally not afforded to minors in the United States. The text of House Bill 3279, however, claims that it is a constitutional right of students to enjoy protection under the First Amendment and Article I, Section 8 of the Oregon Constitution.

Representative Galizio explained his sponsorship of the bill. "There is a lot of gray area in terms of the first amendment rights of student-journalists," he wrote in an email. "Student-journalists provide important voices... and any attempt to censor material must be based on factual evidence and specific standards rather than the whim of an administrator."

The vice principal has pragmatic reservations. "That large of a jump [in student rights] would really stretch my imagination," he said frankly. He recounted that courts have historically represented minors as having a "diminished interest" in First Amendment protection. Even if the bill is passed, he said, "I can't anticipate by looking at the plain language of the bill... what the Supreme [Court] will do, what the Ninth Circuit will do."

The Court of Appeals for the Ninth Circuit covers Hawaii, Alaska, Guam, the Northern Mariana Islands, Montana, Idaho, Washington, Oregon, California, Arizona, and Nevada. It holds appellate jurisdiction, or power to "review decisions of lower courts or agencies" ("appellate court," Dictionary.com), over district courts in these states and territories. If the bill was appealed by an opponent to challenge its legality or viability as a law, the Ninth Circuit would likely be the court to hear the case.

Yambouranis also cautioned against overestimating the effects of the bill in the case that it were to become law. "I don't know if the standard is all that much different," he said, explaining that while the hypothetical new law might make it harder for material to be censored from school-sponsored publications, a loophole may be present in text that prohibits student journalism from inciting "material and substantial disruption of the orderly operation of the school." Because this language is relatively vague, it may be interpreted differently by individual school administrators.

Although the odds for House Bill 3279 are slim, it raises an interesting point and makes a certain debate unavoidable: What class of citizenship do minors really have? Savant encourages its readers to write in and make their opinions known on this issue.



image by
Maia Powloski

In a Nutshell

Michelle Escobar, Staff Writer

In an effort to silence me, the NSFA (National Squirrel Federation of America) has taken me hostage. Luckily, I'm not the only nut around and we're planning a breakout tonight. Meanwhile I have got some time to kill. Here is the rundown on censorship through the ages:

- Censorship is the removal of information or prevention of circulation of information to the public.
- Different forms of censorship can be lumped into five categories: Moral, military, political, religious, and corporate censorship.
- The American Library Association defines censorship as "the change in the access status of material, made by a governing authority of its representatives. Such changes include: exclusion, restriction, removal, or age/grade level changes."
- "La Traviata", an opera by Giuseppe Verdi, was banned in Italy around 1853 for the lyric "He took the desired prize in the arms of love." It was deemed too suggestive.
- In South Africa several apartheid era laws were passed in 1950, including one that had the power to "ban" dissenting opinions against the government from the media.
- In 1977 the BBC banned The Sex Pistols' single "God Save the Queen" for offensive lyrics, including rhyming the title of the song with "fascist regime."
- Communist North Korea is considered the most censored country in the world. It has no independent journalists, and all radios and television sets the country are locked to government specified frequencies.
- In 1999, a survey explored the controversy in teaching sex education. The findings of the survey concluded that only 14 percent of students in grades six or higher were in districts with a policy mandating the teaching of teach sex education.
- "It's Perfectly Normal" by Robie Harris was the most frequently challenged book in 2005 for "homosexuality, nudity, sex education, religious viewpoint, abortion"
- The "Captain Underpants" series was near the top of the list as well that year for "anti-familial content, being unsuited to age group and violence."

The laws on student publication rights

Maia Powloski, Copy Editor

The First Amendment of the Constitution guarantees freedom of speech, press, religion, assembly, and petition to all American citizens. But how far does this go to protect the rights of students and minors?

According to the Student Press Law Center, "The First Amendment protects all citizens, regardless of their age."

In the Supreme Court's 1969 decision *Tinker v. Des Moines Independent Community School District*, it declared that neither "students or teachers shed their constitutional rights to freedom of speech or expression at the schoolhouse gate." However, there are still exceptions to the First Amendment in the context of public school settings.

Does the First Amendment protect violence or sex in high school plays or films? Controversial political articles in school newspapers? Profanity in yearbooks? How are words like "obscene," "inappropriate," or "adult" defined?

The answers to these questions vary enormously depending upon the people and institutions in power locally. At ACMA, those who define what is appropriate are instructors; above them, administrators, the Beaverton School Board, and the superintendent.

The Student Press Law Center states, "Allocating

taxpayer dollars and other public resources to support student media does not give a public school [administration] unlimited authority over a publication's content." The Beaverton School District seems to agree with that statement. Though it does control student media, its control is not unlimited.

The Beaverton School Board has a policy regarding student publications. It is titled "Student Publications, Policy IGDB." According to this policy, "...First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications regardless of the medium." The Beaverton School Board "is considered the publisher of all student publications."

These two statements could be interpreted as contradicting each other. Students' First Amendment rights "will be observed," but since the Board is the publisher of all district-sponsored publications, this means that it can censor student media or grant permission for teachers or administrators to do so. Yes, the Board does allow censorship, but only under very specific circumstances.

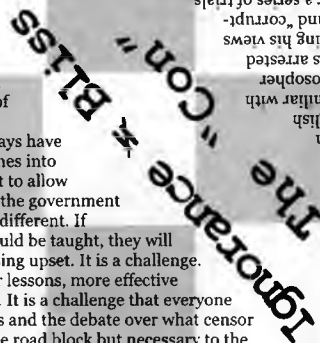
The third paragraph of Policy IGDB says, "Students may be required to submit publications for approval prior to distribution." In the journalism world, this is known as "prior review." Prior review is when school officials or outside authorities require that they be allowed to view media before that media is published

or distributed. No federal laws prohibit prior review in high-school publications, but no federal laws require it, either.

Prior review can lead to what is called "prior restraint." Prior restraint is the act of administrators inhibiting, banning, or restraining publication, often after prior review—in other words, censorship. The First Amendment's freedom of the press guideline limits prior restraint.

The Beaverton School District may require prior review. When it does, "school administrators must make available to students the standards which will be used to determine granting or denying permission to publish" (Policy IGDB). This means that before administrators read and potentially censor student publications, they must tell students what information would be censored.

Rules that determine what is appropriate in student publications must "be specific and... be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content." Prior restraints (censorship) of student publications must "contain precise criteria which spell out what is prohibited." Student publications may only be censored if they contain information that would disrupt school, that is libelous, or that is "obscene." That is the district's policy.

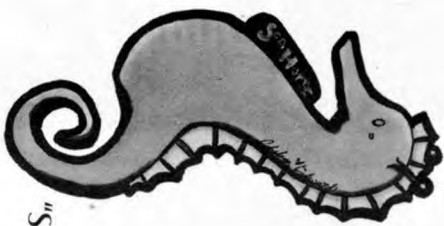


rhythm and rhyme



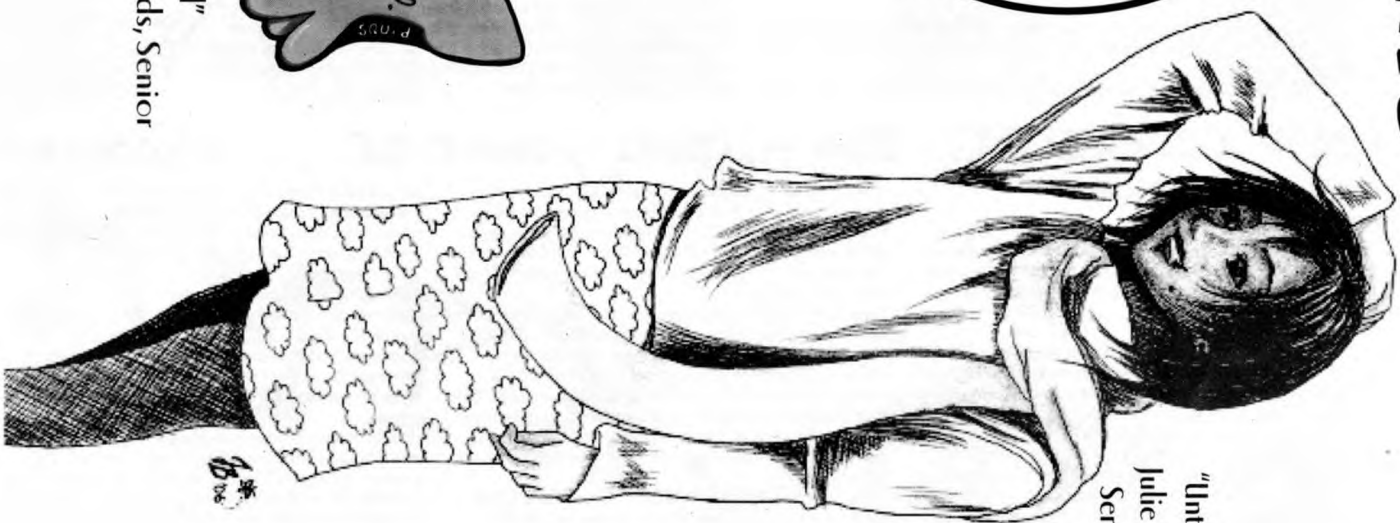
"JellyPhish"

Chelsea Edwards, Senior



"SeaHorse"

"Ode To the Rain"
 Melodic rain sweetly falls
 From the door my mother calls
 Arms spread wide to catch some drop
 Into puddles small ones go plop
 Whole body dancing in the rain
 Daily stress beginning to drain
 Sisters join hand in hand
 Playing along with the jolly band
 Happiness and smiles all around
 Feet sinking into muddy ground
 Melodic rain sweetly falls
 From the door my lover calls
 Kimberly Mochthead, freshman



"Untitled"
 Julie Britt,
 Senior

"Be Advised"

If ever you a theatre called your "fort"
 Then show me now the source of all my worth
 For jesters do as jesters please in court
 And I am queen of players, you'll unearth
 Your countenance I'm sure will never show
 Each comfort to my heart's dramatic pride
 With rigid certainty you've proved no woe
 Of commoners lie in your careful stride
 For in these idle prattlers do I place
 A discourse vulgar, (hide thee, wretched guilt)
 My ludicrous displays and falls from grace
 Frivolity, for simpletons, is spilled
 Though god of thespians be my Lord, not you
 Your sentiments have left my act askew

Michelle Escobar, Junior



"Un"
 Chloe Kessinger, Senior



"Squid"

Chelsea Edwards, Senior



"Loving Homeless"
Jeanette Conner, Junior



"The Name of the Game"
Nikko Mandich, Former ACMAnian

the garden of

ARTS and Community

9

Thespians volunteer at elementary school

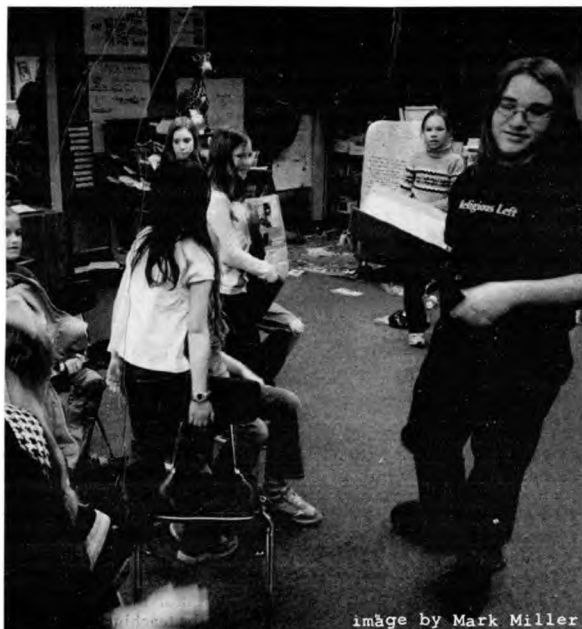


image by Mark Miller

"Some of them are more mischievous than others...but they do a good job when they actually get focused."

- Colby Albertson

Mark Miller, F & C Editor

West Tualatin View (West TV) Elementary School is putting on a production of William Shakespeare's comedy *A Midsummer Night's Dream*, which is being performed in the original blank verse and in Shakespeare's own words. While the play is slightly condensed from its original version, its directors have double-cast it and thus have to prepare two versions of the same show with different actors.

The Monday afternoon classroom was filled with grade-school-age children, paired off or in groups to practice their lines. Flitting and sitting among the chaos were student volunteers Michelle Escobar, junior, and Colby Albertson, sophomore.

Both Escobar and Albertson were main players in ACMA's own production of *A Midsummer Night's Dream* with director Joel Morello. Both volunteers have applied their own experiences to their work with West TV's young performers.

"I loved *A Midsummer Night's Dream* and I had a really amazing experience," said Escobar after helping a pair of young Faerie Queen Titania's with their lines. She emphasized that she felt like she was getting more out of volunteering than the rush of nostalgia that it offered. "If I can get these kids as excited about Shakespeare in general, if I can give back what I've gotten from theatre...it's a lot more rewarding."

Albertson, meanwhile, was at work on schedule revisions. "Sometimes we work with the players, and sometimes we do fixers-uppers," he chuckled ruefully.

He commented on the behavior of the young actors with whom he "sometimes" worked. "Some of them are more mischievous than others," he noted, indicating a couple of boys rowdily cavorting about nearby. "But they do a good job when they actually get focused."

The play is being directed by West TV teachers Jenni Stackhouse and Margit Lamey. Among its young actors are Cordelia Albertson, Colby's sister and English teacher Jon Albertson's daughter, portraying the clever faerie Puck; and Lucy Holscher, daughter of librarian Leann O'Rourke, who plays another faerie, Moth.

Escobar was positive about the play. "So far the kids are really enthusiastic about it, and I think it's going to be a good experience for them," she said. "Some of them have already done Shakespeare, some haven't, but I've been really surprised at how easy it was for them to just start memorizing and understanding *A Midsummer Night's Dream*. I think it's a big responsibility for someone in elementary school, and it's going to set them up for greater academic opportunities."

A Midsummer Night's Dream opened April 19. For more information, please contact West TV Elementary at 503-259-7830.

KYLE A. MULLEN: THE STUDENT TEACHER STORY

JoAnna Wendel, Staff Artist

Ms. Lara Kossiakoff's student teacher is seen walking around the halls, towering at least a foot over everyone. His name is Kyle A. Mullen. His game is learning how to teach science to middle and high-school students.

When asked why in heaven's name he would ever want to teach high-school and middle-school kids, he just shook his head and said "You guys aren't that bad."

While he enjoys ACMA immensely, Mullen did not choose to be a student teacher here - ACMA chose him. "I was excited to come here," Mullen said, "I'm getting high school and middle school, and I was excited to see how art was incorporated into the teaching."

He has been teaching the sixth-graders since the start of this school year and recently started teaching the sophomores. "Sixth-graders are crazy...crazy awesome!" said Mullen, but his first time teaching the sophomores was not as "crazy awesome"

"I was just telling you I was taking over," he said, "And then the fire alarm went off!"

Why did Mr. Mullen want to be a teacher? There was no life-changing, earth-shattering, light-at-the-end-of-the-tunnel moment that destined him to become a teacher; he just knew he wanted to be one. "[I was] just thinking of what kind of impact I wanted to make...and what kind of certain skills and traits I have." He likes to be around kids, clearly apparent in his engaging attitude and friendliness with students, and said he would like to pass on his appreciation for the sciences.

"I find it easier to relate to high-schoolers because

can still recall my high school years," said Mullen.

Mullen also had a lot of inspirational teachers, though he cannot remember the names of any of them, the science teacher he had in middle school was the first person to make him love science.

His family has been very supportive of his teaching aspirations. "Neither of my parents went to college. Higher education is really valued in my family."

Mullen has always loved science and wildlife, even as a kid. His early years were spent catching snakes and not fighting with his five brothers. Mullen attended Rock Creek Elementary, Five Oaks and West Sylvan Middle School, before moving on to Lincoln High School. While still passionately interested in science, he became president of the club his brother founded: the Celtic Culture Club. "We did all things Celtic," Mullen said, "we watched *Braveheart* during lunch."

After high school Mullen stayed in Portland, attending Portland State University for only three and a half years and majoring in biology. He finished college so quickly by working hard, taking summer classes, and focusing. "You don't have to be exceptionally intelligent, [you] just have to work hard," he said. He's now in a graduate program for teacher education, where he learns teaching methods and writes papers about education.

March 23rd was Mullen's last day. He left ACMA with a pile of papers to grade and an impending marriage on June 24th. After his graduation from teacher school in mid-June, Mullen plans to find a teaching job in Corvallis with his soon-to-be wife. Mullen promised he'd come back and visit...because most of the students who know him know that while he is a very good science teacher, he also sports a vast, essential knowledge of all things Celtic.



image by Rebecca Cardo

The art of being Meryl

Jeanette Conner, Photo Editor

What is the American reputation?

Meryl Moens is an explosion of red curls, smiles and laughter. Her features fill the room with joyful honesty, which unfortunately can distract from her real self.

"I have a problem [being] true... I am scared, and I don't trust people easily. I am a chameleon, I can fit in every clique, even if I do not like them—they do not realize. I am good to understand people I don't judge their action. I'm a good liar. Kind of. I'm really good at manipulate people. I'm a good director. I have confidence but at the same time not. I'm unpredictable most for myself."

Meryl is from Brussels, Belgium. She is fluent in French, Dutch and English and can understand Spanish and Italian. She has studied general academics in Waterloo and Brussels and has taken courses at the Academy of Dramatic Art. When she graduated this past year, Meryl decided to come to America.

"I wanted to take a year off to decide if I want to pursue theatre or journalism. Originally I wanted to go to England, but England was expensive and I receive a scholarship for America. So I was, 'Okay, let's see if Americans are as bad as their reputation.'"

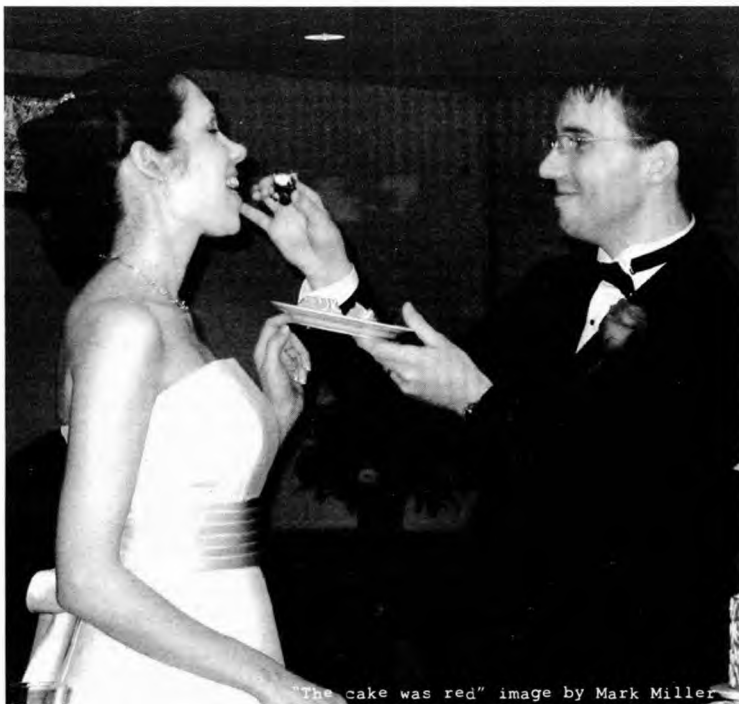
"It's more a cliché. Big fat, ugly, Republican American who eats hot dogs and wears a cowboy hat. The reputation is more opportunistic, selfish, capitalist who thinks more about money than everything else. With every cliché most of it is wrong but you find certain truths in part of the myth. America is definitely so very different than Europe. Which is fine. There is wonderful people here as there is in Europe, there is idiots everywhere, and there is some here and there is a lot in Europe, and Belgium too."

After spending time here in America Meryl chose to pursue theatre instead of journalism.

"Mr. Morello convince me... once the teaching was more concrete and less full of mystic bull...[it] gave me chance to show to myself how I was able to use the twelve years of theatre I did before, that I was not vain, and give my faith in theatre back."

In May, Meryl plans to return to Belgium and go to the Conservatory of Drama there in September. She would like to return to America to continue college in New York city after her freshman year.

"My ideal dream: to do theatre every day, and never depend on a man," she said. "That will be my dream. Be free."



"The cake was red" image by Mark Miller

Bertram's wedding

Mark Miller, F&C Editor

On March 24, ACMA math teacher Brian Bertram was married to Alana Yankus in a Catholic ceremony at St. Pius X Catholic Church in Portland through the services of St. Juan Diego Parish.

Bertram discussed his new state of being after tying the knot. "Two become one flesh," he said mock-seriously, paraphrasing the words of presiding clergyman Father John Kerns. "I am no longer my own person. We are one."

The wedding began at 1:30 p.m. Friends and family members gathered from all around the country to be present for the ceremony, which itself lasted less than an hour. Guests then flocked over to the reception in the St. Pius X Community Center, where beverages and pie slice-shaped red boxes of Hershey's Kisses awaited them. A buffet dinner offered

rolls, asparagus, salad, potatoes, and juicy cuts of prime rib and met with great approval from the guests.

"This food is really good," commented teacher Jon Gottshall.

A red-frosted wedding cake, half-fudge chocolate cheesecake and half-tiramisu, was divvied up some time later for the attendees.

Bertram retained his own characteristic sense of flair. In response to occasional encouragement in the form of silverware being tapped repeatedly against glasses by mischievously grinning wedding guests, he executed several notably graceful kisses, dipping his new bride low in lip-lock without so much as stumbling.

The new Mrs. Alana Bertram briefly described her husband. "He's always good for a laugh," she said before excusing herself to participate in the customary "Chicken Dance."

Monthly Glossary

Dorit Harvey, A&C Editor

So you are not lost in translation... Music

Staff

Sounds like: Employees

Actually means: The lines on which music is written

Crescendo

Sounds like: Some kind of an Italian pastry.

Actually means: To gradually grow louder.

Forte

Sounds like: Somewhere to sleep

Actually means: Loud and strong

Treble clef

Sounds like: A cliff that is a problem

Actually means: A sign at the beginning of a piece indicating the first line is an E.

Ritardando

Sounds like: A mental disorder

Actually means: To slow down



image by Jeanette Conner

Harry Potter's less popular twin

Maia Powloski, Feature Editor

When the *Harry Potter* series first became popular, people were amazed that books which centered around middle- and high-school students were being enjoyed by people of all ages. Another such universal book has come around: *A Hat Full of Sky*, by British author Terry Pratchett. It is doubtful that the novel will be an international phenomenon like *Harry Potter*. However, like the famed wizardry series, its characters are real and its settings are vivid. Bizarre and unpredictable magic is sprinkled throughout. So are large doses of humor.

What most makes *A Hat Full of Sky* comparable to *Potter* is the age of its central character, Tiffany Aching. She is eleven. I am sixteen. It was surprising that, despite the age gap, the book could be so relevant to me.

Admittedly, many of the book's characters are older—though not necessarily wiser—than Tiffany. Miss Tick is a stern, precise witch who chaperones Tiffany on the journey by horse-drawn cart to the home of Miss Level. Miss Level, Tiffany's magical mentor, is an aunt-like figure with a peculiar magical secret that has frightened away many of her past apprentices.

Though most of the story is told from Tiffany's point of view, portions are also told from the views of Rob Anybody, Awfly Wee Billie, and other Feebles. Feebles are the most original and amusing characters of *A Hat Full of Sky*. Technically called the Nac Mac Feeble, these six-inch-high, blue-skinned, red-haired people are "...the most dangerous of the fairy

racers, particularly when drunk." They have an inclination to steal all that is not nailed to the ground, and, if possible, what's nailed to the ground as well. Despite this, Feebles are fiercely loyal to their friends, are endlessly resourceful, and have good, if sometimes vulgar, senses of humor.

In the prequel to *A Hat Full of Sky*, called *The Wee Free Men*, Tiffany Aching discovered and befriended the Feebles. Having not read *The Wee Free Men*, I was still not left out of Tiffany and the Feebles' world. References were made to the prequel, but it was never confusing. Happenings of the past were described intermittently without digressing into back-story irrelevant to characters' current predicaments.

Pieces of satire and a sarcastic style of writing makes *A Hat Full of Sky* sometimes analogous to Douglas Adams's *Hitchhiker* books. Complex young characters call to mind the best of *Harry Potter*. Bizarre, haunting magical symbolism, particularly in the book's final third, are reminders of the films of Japanese director Hayao Miyazaki. For readers of any age, *A Hat Full of Sky* is unforgettable.

There is also, by the way, a sequel to *A Hat Full of Sky*, called *Wintersmith*, which was published in 2006. *A Hat Full of Sky* won the Young Readers' Choice Award for the senior division.

5 out of 5 stars. *A Hat Full of Sky*, by Terry Pratchett, 407 pages, HarperCollins 2004.



Cover, *A Hat Full of Sky*

Album is a likeable anomaly

Mark Miller, F&C Editor

The title of the album says it all: *The Besnard Lakes Are the Dark Horse*. Truly, this quirky Montreal indie neo-psychedelic rock band is something of an oddity even within the world of indie. Contained within the murky folds of *Are the Dark Horse* are clear influences from bands as diverse as the Beach Boys, Pink Floyd, Spiritualized, Queen, and Neutral Milk Hotel. The result is a bizarre blend of boy-girl harmonies, swirling falsettos, guitar and bass, and a bit of audio manipulation and distortion, all of which somehow manages to sound pleasant all thrown together. The album, which contains the band name within its title (the Besnard Lakes), was released on the independent Jagjaguwar label on February 20.

High male vocals from co-bandleader Jace Lasek open *Are the Dark Horse* nearly from the get-go on the first track, "Disaster." The song winds pleasantly into an abruptly memorable, even catchy second half with the repeated harmony refrain, "You've got disaster on your mind." While it is by no means an explosive, bombastic first cut, it stands as what it is: psychedelic art rock, not balls-to-the-wall hard rock.

The fourth piece, "Devastation," is probably the most avant-garde composition on the album, taking a female choir and backing it with an army of instruments; three guitarists, three bassists, and



The Besnard Lakes Are the Dark Horse

three drummers play on the track. Its particular brand of experimentalism seems a bit jarring and odd in the context of the album. The song also takes a long time to build to a fairly anticlimactic conclusion.

"Because Tonight" is one of two seven-minute-plus songs on the album and is the best of the

pair. The vocals are indistinct, childlike, and oddly hypnotic, backed by shifting orchestral strings and a gently plodding beat. Towards the middle of the song, it picks up tempo and briskly transitions into an instrumental piece with the strings buzzing away underneath a repeating guitar riff that sounds as if it could have been lifted from *Abbey Road*. The guitar is joined by insistent martial drums before the strings form into a melody that is soon echoed by two-part vocals, never more gorgeous throughout *Are the Dark Horse* than here.

The album ends with the marching beat of "Cedric's War," a nice anti-war anthem that passes four minutes and five seconds rather swiftly but not stunningly. The song just marches right along to a passable end of a very strange, very mesmerizing album.

While *The Besnard Lakes Are the Dark Horse* does not demand to be on every music fan's shelf like, say, last year's *The Crane Wife*, it is a worthy obscure find by a rather intriguing Canadian outfit. For fans of the likes of early Pink Floyd and the Moody Blues, it is recommended, as it is for fans of such groups as Radiohead and the Mars Volta. It may not appeal to everyone, but there are pretty good odds that it will sound something like what any given music fan enjoys listening to.

4.5 out of 5 stars. *The Besnard Lakes Are the Dark Horse*, by The Besnard Lakes/Jagjaguwar 2007.

A different kind of chocolate bar

JoAnna Wendel, Staff Artist

Cacao's slogan, "drinkchocolate," is completely accurate, due to their trademark shot-glass-sized porcelain mugs filled with liquid chocolate.

Cacao is located on 414 SW 13th Ave, Portland, a part of town stuck between the Pearl and downtown, close to the freeway. Co-owners Jesse Manis and Aubrey Lindley run the six-month-old business with endless chocolate knowledge and enthusiasm, serving customers and bursting to answer questions about anything.

The menu consists of mochas, espressos, americanos, and other coffees, hot chocolate (both regular and dark), peppermint and spearmint water, and the most popular product: chocolate shots for two bucks a piece.

You can get a gianduja drinking chocolate (macadamia gianduja, a smooth Italian chocolate, mixed with cream and milk), a rivoli drinking chocolate (72% chocolate blended with milk and cream), or the special spicy drinking chocolate (72% chocolate infused with cayenne pepper, smoked paprika, and ginger, blended with milk and cream). Although I normally don't like dark chocolate, spicy food, or nuts in general, these three little chocolate heavens on earth almost converted me.

Eating chocolate is only half the fun. Drinking it, on the other hand, is an entirely new experience. Everyone's had hot chocolate, chocolate milkshakes, and chocolate candy, but this stuff is real liquid chocolate. A consistency of paint or a thick sauce,

the chocolate slides down your throat, filling all your senses with different chocolaty flavors, warming your insides with a feeling of sheer bliss. For those who love only plain milk chocolate, there wasn't enough, but the macadamia gianduja and hot chocolate makes up for it.

Not only does this chocolate Eden sell chocolate drinks, but also unique bars from around the world, handmade chocolates, truffles, fondue, single caramel pieces, chocolate oils, chocolate candles, and chocolate books.

Sitting at one of the two small tables, looking around at the French posters and stacks of chocolate bars, inhaling the rich scent of warm chocolate, felt snug and familiar. It was warm and pleasantly busy, like a family reunion on Christmas.

But why liquid chocolate? One of the owners, Jesse Manis, explained how he and Lindley came up with the idea of a chocolate bar.

"[We] felt like it would be a more consistent draw," said Manis. Because filling up on chocolate is more popular around the holidays, Manis and Lindley thought selling liquid chocolate would be popular. "[People can] get liquid on a regular basis," said Manis.

The place has certainly earned a good reputation because of its luxurious chocolate drinks and fast and devotedly friendly service. By the time I came in, ordered, ate a piece of caramel, and sipped my steaming mug o' joy, it was already filling up with customers eager to wash down a cold day with a dose of chocolaty goodness.

image by Bethany Cardo



Short novel essential for book-worms

image by Maia Powloski



Austin Miller, Staff Writer

"It was a pleasure to burn," Ray Bradbury writes in his famous 1953 novel *Fahrenheit 451*. "The books went up in sparkling whirls and blew away on a wind turned dark with burning."

Often in this world we come upon a science fiction book which tries to portray the future. Not often does an author captivate and take hold of their audience like this book.

Fahrenheit 451 follows the tale of Guy Montag into a world where books are illegal and firemen are there to start fires, never to put them out; a place where people live without question, without need for consideration to the world and its troubles. But when Guy comes across a mysterious seventeen-year-old girl who can speak of a time when people were not afraid to read, a time when

flames did not consume the houses of those who dare journey into the world of literature. Soon curiosity gets the best of him, and the urge not to take the paperback pages of answers grows too great. What begins with the act of simply saving books turns into a fight for survival from those who wish Guy's questions to remain unanswered, and a collaboration of pages that will have you too questioning the world in which you live.

Not only does Ray Bradbury's book inspire and move every reader with a flow of words so beautifully crafted you have no choice but to put your heart in his hand, but more than half of the point of the book is done outside the actual text, lasting much longer than the short novel does. Don't call yourself accomplished in the world of literature until you've wholly experienced this book.



image by Maia Powlowski
Despite the assumptions of some high-school students, middle-school kids aren't the only ones who smell bad.

What is that smell?

Lissa Beadle, Staff Writer

There are fragrances in this world that we can all imagine fondly. For instance, the smell of grass after it has been cut or cinnamon raisin bread baking in the oven. Then, there are those that we might all wish to forget. The green glob in the back of your fridge that somewhat resembles the turkey you had on Thanksgiving of '04. Or the curious smell of your dog's breath as she licks your face, making you wonder what else she has licked recently. Or, as much as you might try to hide it to spare the poor kid's feelings, the aroma of a classmate who, by all appearances, has not bathed in the last two weeks. Let's face it: if one travels anywhere beyond the threshold of his or her front door on a regular basis, the way he or she smells is not a private matter. It is very, very public.

At an age where our sweat glands are on overdrive, we teenagers basically tend to stink. Developing healthy hygiene habits to carry into adulthood will affect everything from self-esteem to job availability.

"If you arrive [at work] a mess, you are just telling the employer not to hire you," said Jon

Gottshall, photography teacher. Paying attention to your grooming now will ultimately save you and the people around you a lot of heartache.

Proper cleanliness does not simply mean staying stench-free. Anyone can marinate in perfume and call themselves clean. "You don't want to smell too bad, but you don't want to smell too good," said Frankie Haber, grade 7, regarding those who smell overwhelmingly of cologne. Staying pleasantly clean involves making a daily routine of showering, brushing hair and teeth, washing hands after using the restroom and before and after preparing food, and using a deodorant complimentary to your body chemistry at the beginning of the day and before periods of intense activity. This keeps one agreeable to the nose and eyes, prevents the spread of disease, and saves your classmates and co-workers from being in the awkward position of having to subtly communicate to you that you stink.

In conclusion, dear reader, please take my advice and invest in a bar of soap, a tube of toothpaste, and some shampoo. Use them regularly. Your classmates will appreciate it more than you will ever know.

Mark Miller, F+C Editor

While art is dangerous, it has an undeniable gravity to it. Over the course of history, since the beginning of human intelligence and even before the days of ancient civilization, people have been drawn to art, either to observe and enjoy or to create and inspire. This calling continues to attract today.

This Arts & Communication Magnet Academy was established in the 1990s as a place for young artists to learn and grow, and it has only increased in popularity, catching the interest of more families every year. But what is it that attracts people to art, to the creation of art?

Just as a mother may take infinite pride in her child, the artist must regard his art in a similar light: it is the creation of the artist and contains a piece of who the artist is. It is the legacy that the artist is leaving behind. Art is to the artist as a child is to its mother.

It is true that art does not talk or laugh or grow up into a lovely young lady or a strapping young lad. This is mostly irrelevant; art contains the essence of its creator as clearly as a child holds that of its parents. And, as the proud mama or papa to a "masterpiece," the artist must derive some form of joy from it, unless the artist is a chronically depressed chap like poor Ernest Hemingway and Edgar Allen Poe.

However, as per the famous example of Claude Monet, who destroyed several of his own paintings when he found them to be unsatisfactory, the artist is the ultimate arbiter of whether he shall bring his work into the world at large. He can be displeased. He can wish to change, edit, erase, and perfect. Only when he wishes may the art truly come into being.

Art as Expression: The Joy

The artist has the power to create. Power is extremely attractive. Even though the pursuit of perfection can drive one to absolute madness, many ambitious human beings enjoy pursuit for the very thrill of it. Seeking the adrenaline rush seems to be instinctive for thrillseekers, and a good number of people can be at least occasional thrillseekers. The catch is that the average thrillseeker's idea of getting their death-defying fix would probably be doing something like skateboarding down a steep hill on a power cable or engaging a 1,400-pound grizzly bear in a cage fight. The urgent call to art clearly transcends a simple animal desire for risks and thrills.

Writers sometimes speak of a "muse" that compels them to write, gives them ideas, fuels their processes. Many other artists from fields as diverse as painting, dance, and photography report similar feelings. They are driven to create art by some unseen force within them.

It is essential, then, that they find release (or, as the likes of David Sicking would term it, catharsis) by fulfilling their urge to create. Creativity is not an option; it is a calling. It is a requirement. The creative being must find a modicum of expression.

The joy in art comes from the wonderment that the artist may find in his ability to express, or indeed in the fulfillment that he feels from the creation of art and his expression of himself through such means. It creates a compulsion, a need, even an addiction.

The artist must create. The artist must produce. The artist must express.

His release, even temporary, from this brand of slavery to the mind and soul must be enough to produce some ephemeral ecstasy.

Jeanette Conner, Photo Editor

I have come to notice, a pattern of repeated student complaints. One complaint is how our school supposedly does not help students get their art out in the community, and how we are not getting any real life experience. This strikes me as extremely odd, for several reasons.

The first being that our school does offer chances for students to show art to the community. Disagree? You must not be considering our band's performances and competitions, the Dance Department's performances, and the Drama Department's (at least in the past two years) viable productions. What about visual artists? Art Is My Voice, Jenkins Estate Art Show and the auction are all wonderful chances for students to create and have their art sold. This year, Jon Gottshall presented the opportunity

for photographers to submit art to one of *The Oregonian's* magazines. Students in the Photo Studio class had exhibited at the Northwest Regional Education Service District in Hillsboro.

Film and animation? Signal to Noise, and Tualatin Valley Community Television. Writing? Jon Albertson requires his Creative Writing students to submit work to an outside publication. Further more, there is a local student-managed Poetry Slam once a month. So, artists, what do you have to say for yourselves?

Our school is giving us some of the best real life experiences and lessons on how to succeed as artists. Out there, in the "real world" if you want something or need something you have to take initiative and go for it. The cliché "bum artist" that has amazing work but no money is a cliché for a reason, and it is not because there are no jobs for artists.

We live in a fast-paced, imagery-based society where there are tons of jobs for artists. If an artist does not push his or her name, push his or her art, and look for places to hang, perform, or incorporate his or her art, no one is going to come searching for it.

So here is my advice to you wannabe artists: if you want something, you have take the opportunity for it and if you really want something than you may have to fight for it! Don't feel our school has enough opportunities? Go out and find your own. Don't know of any? Ask teachers, staff, or go look for some yourself!

It is about time students heft some of the blame as to why our school is not as driven as it used to be. Going to an art school means that you are learning, breathing, experiencing and creating art! Dressing expressively and being rebellious, unless for a role, does not make you an artist. Get off your whiny, lazy bums!

SPEAK

14

Banter on Things

Charlie Elsewhere,
Staff Writer

Considering my miniscule amount of years on this planet I have experienced many things. Some have been pleasant, while others not so much. Some have been distributed from the thick claw of a Bahamian queen crab, and some have been stress.

When asked what the word "stress" means, one might say "frustration," or "the feeling I get when I have too much work to do in too little time." A dictionary defines stress as "emotional or physical strain." Ring any familiar bells?

To me, all of those definitions make perfect sense. Everyone feels stress at some point in their life, whether because of homework, siblings, or even the need to save the world from a radioactive meteor heading straight for Earth. In high school, stress usually comes in the form of homework, though it can also come in the form of romantic relationships, extracurricular activities, and friends.

There is a fine line between too much stress and just the right amount. It is like the difference between receiving a confusing math game for your tenth birthday that seems impossible to beat, and receiving your mother's account and billing work due the following Wednesday. I do think that adolescence and young adults should be under relative stress at some point in their school years, only because I think that strain from school and home teaches maturity. However, sometimes the amount of stress that someone is

under can get seriously out of hand.

The thought brings me to the story of a good friend of mine, sixteen-year-old Susanna Hart. Susanna was what you would call the high school equivalent to a secretary. She was an intern, a teacher, a sister, a student, a friend, a girlfriend, and on top of all that, the only junior that I ever met who was head manager to Frisky & Friends Off-Brand pet store. She began high school with her head held high and took on all the responsibility and stress of an adult, and with that the stress of one, along with many of being a teenager. They found her face-down in stacks of math work, history papers, files to be filed, manila envelopes and a half-eaten energy bar. Susanna Hart is the only person I know of to be killed by stress.

It seems to me that teens are under an increasing amount of stress through school and work, and much like the radioactive blobs grown in the bio-chemical canisters in my Uncle Hammond's basement, they can get out of hand if left unattended.

However, I think that the world, and by "world" I mean "school," can go around much easier and its people, and by "people" I mean "slaves," and by "slaves" I mean "students," will turn out much more successful, much more strict, and by "strict" I mean "mature," if those students were given the proper, but not too proper, amounts of what I call hair-pulling, tear dropping, paper-shuffling "frustration," and by frustration I mean "work," and by "work," I mean stress.

Aquarius
(Jan. 21 -Feb. 19)

Either get a puppy or stop acting like one.

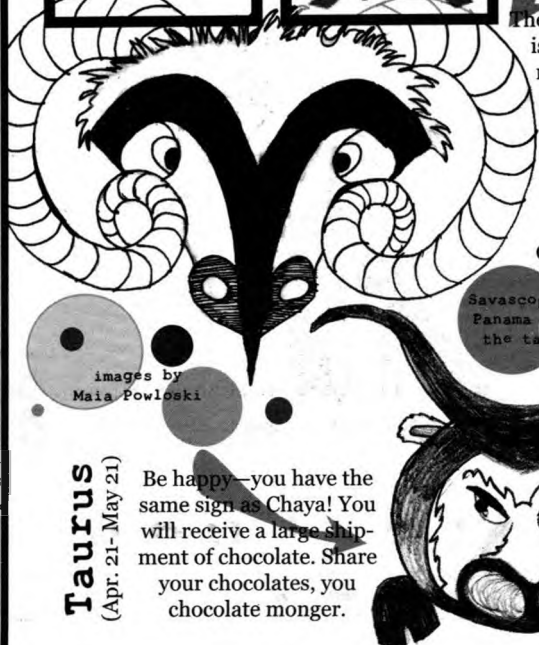
Pisces
(Feb. 20-Mar. 20)

Remember the fish you had for dinner that one night? You have angered the sun gods. Can't eat.

Aries

(Mar. 21-April 20)

The Spring Equinox is March 21. Take my advice: don't feel special about it. I know you don't like taking advice, but chill out, Sparky.



images by
Maia Powleski

Savascopes by
Panama with
the tarot

Taurus
(Apr. 21-May 21)

Be happy—you have the same sign as Chaya! You will receive a large shipment of chocolate. Share your chocolates, you chocolate monger.

Gemini
(May 22-June 21)

Good things come to those who aren't jerks.

Cancer

(June 22-July 22)

I know your best friend took your cookie in the third grade. I really don't want to hear it anymore. Neither does anyone else. Behave me. We talked.

Leo

(July 23-Aug. 22)

So it turns out you're actually a squib. Sorry.

Savascopes

Virgo

(Aug. 23-Sept. 23)

Here's your Word of the Day, your literary connoisseur persimmon.

Libra

(Sept. 24-Oct. 23)

You're the only sign that is represented by an inanimate object. None of the woodland creatures wanted you. Stay out of the forest.

Scorpio

(Oct. 24-Nov. 22)

Hey, look at that. You, Whoopi Goldberg, Pablo Picasso, and Marie Curie all have one thing in common: You don't get a horoscope because Pluto's not a planet! Yay!

Sagittarius

(Nov. 23-Dec. 21)

You're going to get an ulcer if you don't stop, and ice cream won't help this time.

Capricorn

(Dec. 22-Jan. 20)

Luckily you are the same sign as Whitney. Someone is going to pull the rug out from underneath you. My advice? Vacuum the rug.

That's Weird!

Oh! I'm so glad to see you again?

Spencer Bergen, Staff Writer

I was in downtown Portland the other day, and while I was sitting on the steps at Pioneer Courthouse Square waiting for my friend to arrive, one of them walked by me. Those people who I have met, maybe even multiple times, but barely remember their name. They are the kind of people you say a couple sentences to, but it's the kind of sentence that shows little or no interest in the actual person but acts more as a silence filler, such as, "Oh really? That's cool, me too, sometimes." I hate these situations. What am I supposed to do here? Usually I part my lips to say something, close them again, give a very uncomfortable smile then wait for them to either walk by or

wait for the second, deadlier option of them coming up and trying to make really bad chatter.

Chatter seems to always be there. What the weirdest part of the chatter is how we end it. "Oh hey, haven't I met you? You were at the cheese festival right?" Then I would reply, "Yeah, we spoke for a little bit."

We both realize we have no other subject in common...

We would nod in remembrance then they would say, "Did you ever eat that cheese?" I would say yes, and then after we both realize we have no

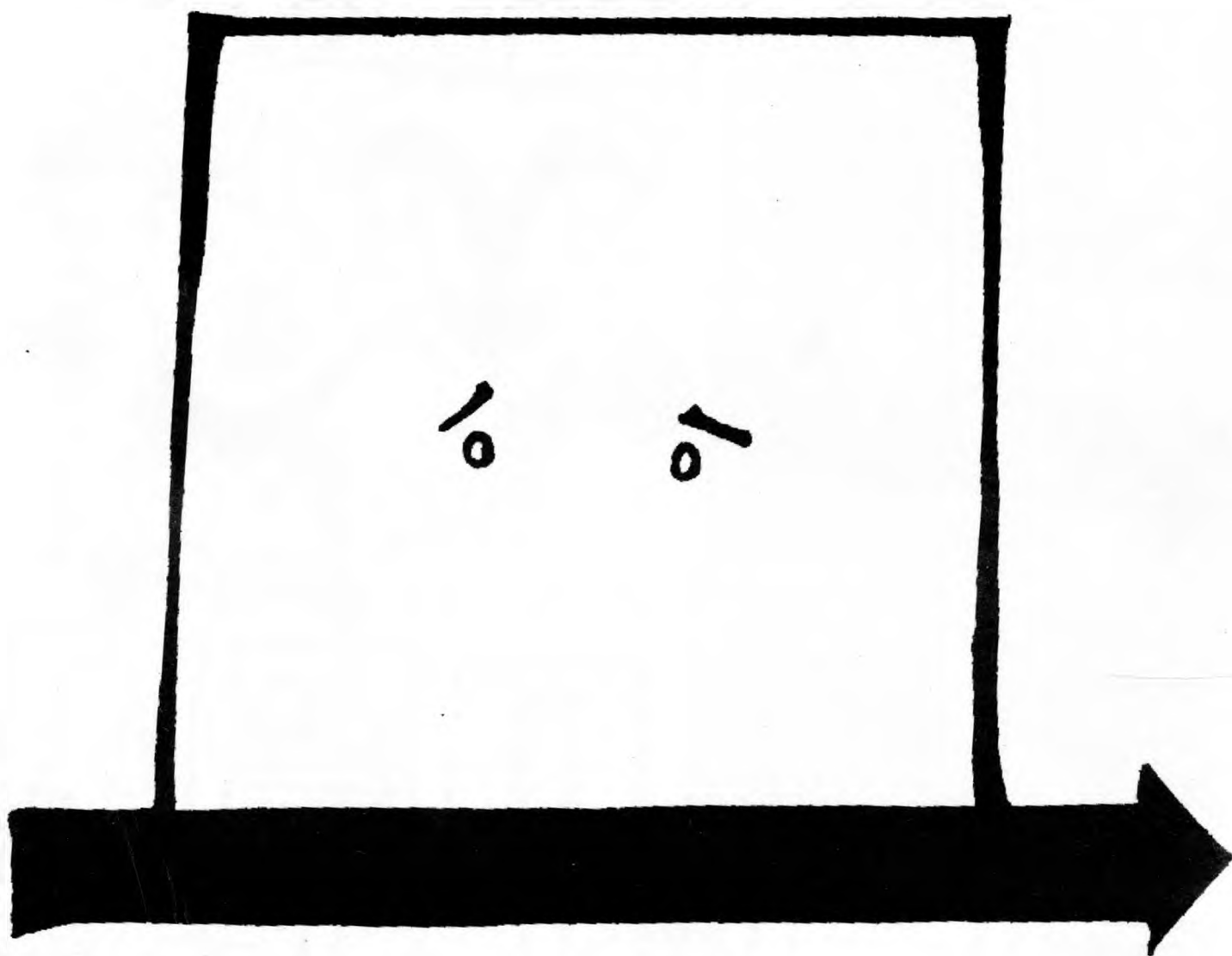
other subject in common at all, we would strain for a goodbye. "So, have fun with your cheese! See ya around."

And yeah, I will see you around, I always do, we have the same conversation all the time. I will see you whenever I am waiting, shopping, wandering and living. You! Mister and Misses General Acquaintance will never leave me alone! And that's weird!



image by
Spencer Bergen

DOWN WITH THE MAN



CENSORY depression